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MAGAZINE

VOL. 37

1956/ 57

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VOL. 32

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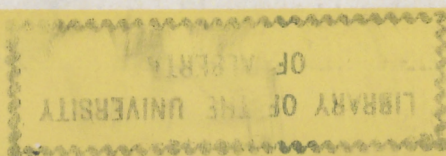
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the ATA magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION



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Attention School Principals and Guidance Officers



**We are interested in the same people
--- those who have left your school**



**PERHAPS YOU CAN STILL HELP THEM
POSSIBLY WE CAN HELP THEM TOO!**



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DURING THE WINTER MONTHS**

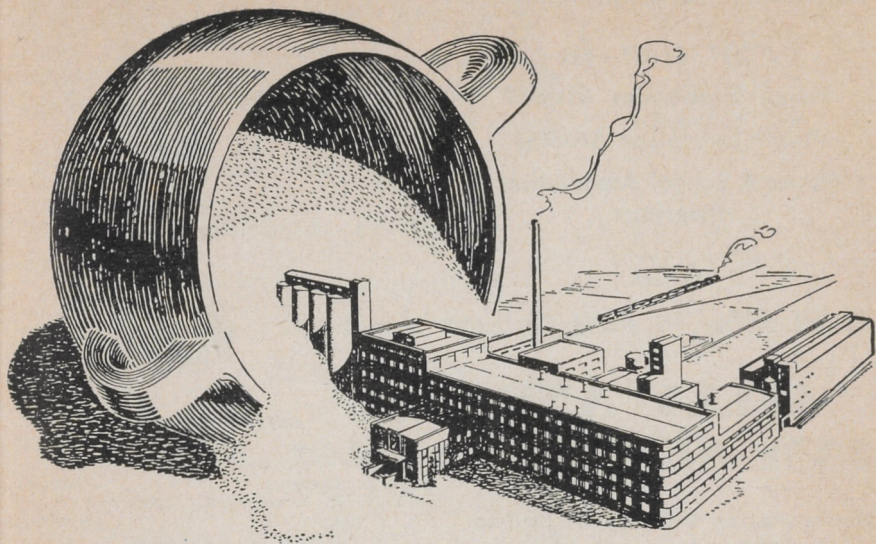


Provincial Schools of Agriculture and Home Economics

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OLDS**

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Eric C. Ansley
Managing Editor

F. J. C. Seymour
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The ATA Magazine

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COVER STORY

Here we go again! About 230,000 Alberta children and 8,500 teachers will pour into the province's schools for a new term on Tuesday, September 4. Vacation days have ended and work has begun.

School's In

Another September, another school year. For many, the pattern is as familiar as habit—for others, a new and exciting experience. None except the most prosaic but feels the clamour and the anticipation as the school bursts into life, as the vacation ends with the nine o'clock assembly bell's clangor.

The first few days, and even the first week, seem to be a bit unreal. But with the second week, the shakedown cruise is over and the routine established. New faces become associated with names. Chalk and blackboard, ink and paper, bells and voices, begin to feel comfortable.

But it's not just as easy as that for some. This September, it's the first school, a new school, another district, another province, and even another country for thousands of Alberta teachers. Maybe we should give our new colleagues more than just a passing thought.

Let's get to know our new teachers. Who knows but that the helping hand, the warm smile, the royal welcome may make the road ahead a little easier for our newcomers.

Some school systems we have heard about call their new teachers together in meetings and proceed to orient them in lectures, by mimeographed sheets, and on occasion by forbidding rules and regulations with the mores and customs of that particular district. Others hand out informative booklets describing the school, the town, or the district in which the teacher will work.

One enterprising group of teachers we heard about prepared a booklet titled "Know the Facts". It gave information about the city's schools, enrolment, number of teachers, the salary agreement, officers of the system, services provided by the administrative office, professional organization, hospitalization, and recreational and cultural facilities.

But watch this sort of thing. We don't want our newcomers deluged with a flood of printed material, including a 50-page employees'

handbook and a 60-page safety handbook, together with a plea to attend the blood donors' clinic.

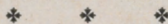
Researchers tell us that only two out of every five new teachers join a church or a social club in the community where they teach. Only one out of five joins any kind of service or community club. About two out of three don't even register to vote. This sort of situation should challenge us to do something to make our new teachers a part of us.

Go easy on formal orientation. It chills and suggests withdrawal. Invite your newcomers to your home. Make special efforts to introduce the new teachers to their colleagues, to the parents, and to the business and professional people of the community. Welcome them to your church, to your clubs, to your social gatherings. Try a special social evening in your local or sublocal organization. Who can tell but that you will be the richer for the personal touch.



The Executive Council has instructed district representatives to inform Head Office of tentative plans and themes for fall conventions in their respective areas. Convention secretaries will be notified of the need for coordination of all regional conventions and will be requested to urge their committees to plan two years in advance.

District representatives must report 1957 fall convention plans by December 1, 1956.



Dr. H. B. McDaniel, of Stanford University, guest speaker for the Lethbridge, Camrose and Red Deer Conventions, has been invited by the Alberta Teachers' Association to address the proposed fall Conference of the Alberta Committee on Teacher Recruitment and Retention.



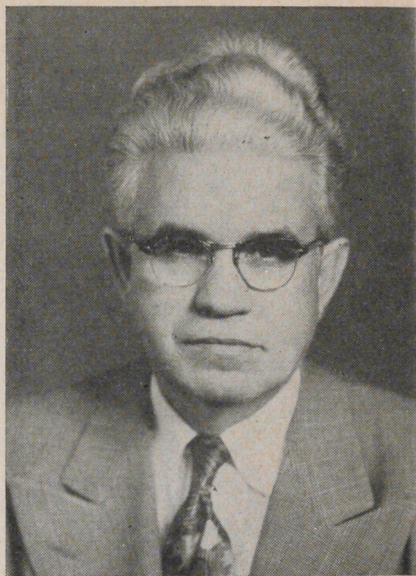
MARION ALLEN

Miss Allen, guest speaker at the North Peace Convention, teaches Grade V in West Preparatory School, Toronto.

Born a westerner, she received her early education at Regina, Saskatchewan. She received her B.A. degree from the University of Toronto, and took her teacher training at the Toronto Normal School. Later, she attended the Graduate School of Education of the University of Chicago to take courses in reading.

Prior to accepting her present position, Miss Allen taught remedial reading and acted as reading consultant in Forest Hill Village Schools. During this time, she also served as area representative and was secretary of the Toronto and District Chapter of the International Reading Association.

Miss Allen is particularly active in promoting a permanent interest in reading and has done considerable work in setting up programs on the teaching of reading skills.



HAROLD P. FAWCETT

Dr. Harold P. Fawcett, professor of education at Ohio State University, has been a member of the university faculty since 1932 and chairman of the department of education since 1948.

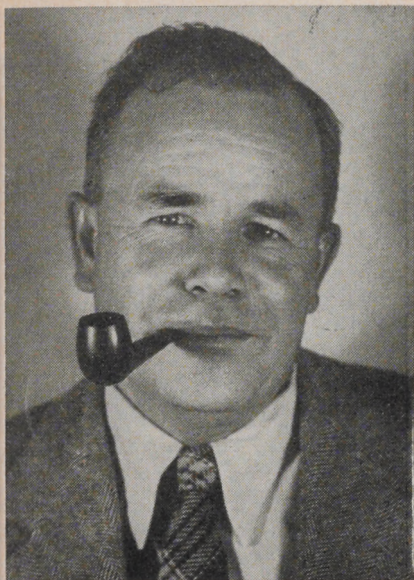
A native of Upper Sackville, New Brunswick, he attended Mount Allison University and graduated in 1914. He later earned both his M.A. and Ph.D. degrees at Columbia University.

Dr. Fawcett has served on a number of state and national mathematics committees. He is a member of the board of directors of the National Council of Teachers of Mathematics. Before coming to Ohio State, he taught at United YMCA Schools and at Columbia University.

Dr. Fawcett is a member of Phi Delta Kappa fraternity, the Ohio Education Association, and the National Education Association.

Dr. Fawcett will be guest speaker at the Grande Prairie-Spirit River and Vermilion Conventions.

Speakers



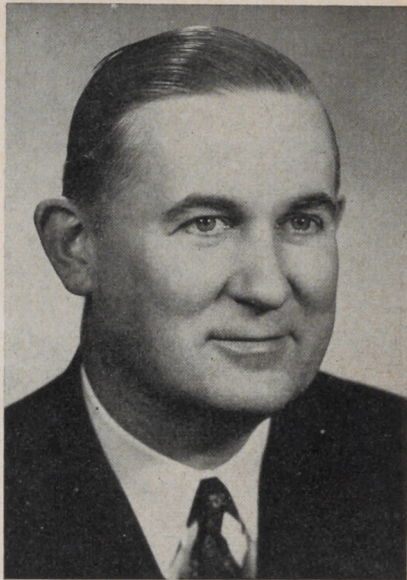
H. B. McDANIEL

Dr. H. B. McDaniel is professor of education and psychology at Stanford University. He has been a guidance administrator and has had extensive experience in organizing practical guidance activities.

Dr. McDaniel has been a teacher and counsellor in high schools in Arizona and California. For three years he was coordinator of guidance for San Diego Schools. Later he was chief of the Bureau of Guidance of the California State Department of Education.

Dr. McDaniel received his A.B. and A.M. degrees from the University of Arizona. In 1940, he received his Ph.D. degree from Columbia University.

In 1947, Dr. McDaniel was Alberta Teachers' Association guest speaker at Camrose, Lac la Biche, and Grande Prairie. In 1948, he addressed teachers at Calgary City and Calgary District Conventions. This year he will address teachers at the Lethbridge, Camrose, and Red Deer Conventions.



WILLIAM R. ODELL

Guest speaker at the First and Second Edmonton District Conventions will be Dr. William R. Odell, professor of school administration at Stanford University.

Dr. Odell received his B.S. degree from the University of Southern California and his M.A. and Ph.D. degrees in education from Columbia University.

He commenced teaching in Miami, Arizona. He has served as research assistant to the Hoover National Advisory Committee on Education, and as chairman of the department of business education at Columbia. He was director of secondary instruction and later became superintendent of Oakland Schools. He accepted his present position in 1949.

Dr. Odell has been an officer of the American Association of Administrators. He is now chairman of the Pacific Southwest Project, Cooperative Program in Educational Administration, and is directing a study of public education in the Hawaiian Islands.



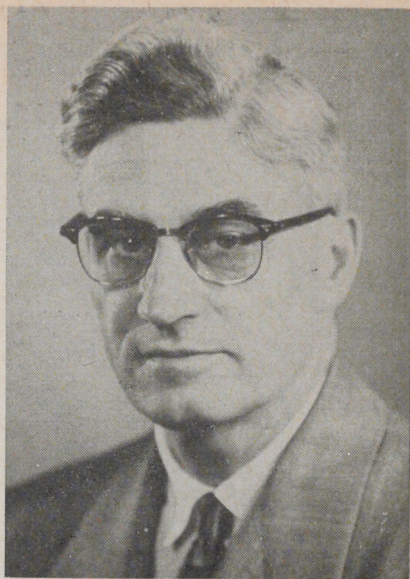
W. PILKINGTON

Mr. Pilkington is associate professor in the division of secondary education, Faculty of Education, University of Alberta. He will be guest speaker at the Bonnyville-St. Paul Convention.

He received his elementary and high school education in Alberta. After completing high school he attended Camrose Normal School, and following his graduation taught and was principal in a number of rural and town schools in the province.

A year after joining the Edmonton teaching staff Mr. Pilkington enlisted and served four years with the Royal Canadian Air Force. Following his discharge he rejoined the Edmonton public school staff to teach in the University High School. In 1952, he accepted an appointment to the Faculty of Education staff. His major fields of interest are high school English and curriculum.

Mr. Pilkington received his B.A., M.A., and B.Ed. degrees from the University of Alberta. He has also done post-graduate work at the University of Minnesota.



FRED T. TYLER

Dr. Tyler will be guest speaker at the Calgary District, Castor-Neutral Hills, Hanna, and Southeastern Alberta Conventions.

Dr. Tyler is the assistant dean of education at the University of California, Berkeley. He received his early education in Alberta and graduated from the Medicine Hat High School. He attended normal school in Calgary and taught in elementary and secondary schools in various parts of Alberta. His undergraduate and graduate work was taken at the University of Alberta which granted him B.Sc., M.A., and M.Ed. degrees. He received his doctor's degree from the University of California.

From 1939 to 1948, he was professor of education and psychology at the University of British Columbia, after which he accepted a professorship at the University of California.

Dr. Tyler is well known in Alberta for his work in compiling and organizing the data for the text, *Choosing Your Life Work*, written for the Alberta Teachers' Association.

Let them work with you

Partnership with Parents

S. R. LAYCOCK

RECENTLY I talked to a high school principal in Western Canada who complained bitterly about the lack of cooperation on the part of parents. Several times he had called meetings of parents to explain to them the school's policy, and they hadn't bothered to come. At the same time, they criticized the school practices and policies, often in ignorance of what these were.

This principal was, I think, 'missing the boat'. He seemed oblivious to two vital facts: firstly, that schools cannot be much better than the public opinion on which they rest, and secondly, that telling people facts seldom alters their feelings and emotional attitudes.

The public determines school policies

The schools today are under fire, and many principals and teachers feel frustrated in attempting to carry out their educational responsibilities. Frankly, we teachers had best ask ourselves how much of this is our own fault. Has our assumption been that the policies regarding the aims of the school, curriculum, methods of discipline, quality of teaching, administrative devices, and nature of the school plant and equipment are chiefly our responsibility as educational leaders, and that the layman should keep his hands off such matters? If so, we are asking for trouble.

In the last analysis, in a democracy, parents and the public determine all the major school policies. This is done not only through school boards which represent the will of the people but even more strongly through public opinion.

Let us make no mistake about the

matter. The public determines the aims and objectives of its schools. If the public wants the elementary school to do nothing but teach the "3 R's", that will be what it will do. If it wants the high school to "train the mind"—in the sense of the intellect only—that is what the high school will attempt to do.

In like manner, the public determines the general nature of the school curriculum. If public opinion wants safety education or religious education or agriculture or home economics taught in the schools, they will be taught. If, on the other hand, the public doesn't want art or music taught in the schools, they won't be taught.

The purpose, nature, and quality of discipline in the schools also reflect public opinion. Discipline is not something that occurs in a vacuum; rather it reflects the viewpoint of the society in which it is exercised.

Even the quality of teaching is, in the last analysis, determined by the public, if only in the kind and quality of teachers which the public provides for its children. Surely it is because the public thinks of teaching as "pouring from a big jug into a little mug"—as an information-pouring process—that, in some places in Canada, a youngster with a Grade X or XI education and with no teacher-training or six weeks of training is put in charge of the development of children for five days a week for ten months a year. At the same time, the same parents will not allow a doctor to treat their child's body without seven to eleven years of training beyond high school. Nor will they allow a dentist to treat their child's teeth without five

years at a dental college. Only as the public comes really to appreciate the unique contribution to child development of well-trained and well-adjusted teachers, can the teachers hope to receive both the remuneration and prestige to which they are entitled.

The public determines, in a general way, the administrative devices and regulations of the school. The public's views about such things as methods of reporting to parents, homework, grading and promoting, examinations, and extra-curricular activities influence greatly school practices. Occasionally, principals try to deceive themselves into thinking that, by shutting parents out from discussing these things, they have avoided trouble and can get their own way. Denying parents the chance to discuss these things doesn't prevent the men from mumbling in their beards or the women from attacking school practices over their tea cups. And, make no mistake, parents' and the public's attitudes with regard to these matters can nullify, or at least make ineffective, the best-laid plans and procedures of the most conscientious principal.

When it comes to school plant and school equipment, the public very often directly determines the quality of these since it may have to vote for them and pay for them. If the public thinks an auditorium-gymnasium important for the development of boys and girls, the school will have one; otherwise, it won't. The same holds for audio-visual equipment, school libraries, and laboratory equipment.

If this point of view is correct, then teachers must, in order to get on with their job, have the backing of public opinion. They must realize that schools can't be much better than the public opinion on which they rest and that, if department of education officials, principals, and teachers go far ahead of public opinion, they will be pulled up short.

The only certain way, then, of having

wise school policies with respect to the aims of the school, its curriculum, discipline, equipment, administrative devices, and the quality of its teachers lies in an enlightened public opinion, which results from study and discussion of educational matters—not from a nostalgic longing for the good old days, the parents' prejudices carried over from their own school days or their reactions to their child's personal experiences in school.

Information is not enough: attitudes must be changed

Sometimes principals, like the one mentioned at the beginning of this article, realize that parents should know more about the school, so they try to educate the parents. They may try to do this by sending home mimeographed material explaining the school's policies or by calling the parents together to tell them what the school is doing. These practices can be of some value, but are inadequate when it comes to changing feelings and attitudes or for real, rather than superficial, learning.

Modern educational theory is that teaching is more than telling. Our most skillful teachers know that pupils learn most effectively when they participate actively in the lesson—that the ideal class is a cooperative group where teacher and pupils together—and I mean together—are thinking through a problem or pursuing an activity. While this is true of the learning of academic material, it is even more true where the changing of attitudes and feelings is involved. If parents and the public are to get new viewpoints regarding the aims of education, the kind of discipline to be used, the importance of well-trained teachers, the nature of the curriculum, and the kind and quality of administrative devices and school equipment necessary for the child's best development, they must study these problems cooperatively.

It is because of this that I am a home-

and-school man. The primary job of a home and school association is to be a study and discussion group where teachers, parents, and other citizens study and discuss such problems as: what schools are for, what children and adolescents are like, how best to develop youngsters in home, school, and community. This will include discussing the objectives of schools, the nature and extent of individual differences and the educational implication of such differences, school discipline, the need for well-trained teachers, the nature of the curriculum, administrative devices, and the school equipment needed to promote the best development of boys and girls.

Admittedly, home and school associations do not always do a good job. Some become chiefly social organizations or general community clubs to view slides on Mexico or to hear a lecture on Egyptian politics. Occasionally, an association tries to run the school or to become a grievance committee. However, the worst sin of all is that the home and school association become chiefly a ladies' aid to the principal to raise money to buy school equipment. Unfortunately, some school principals encourage this and discourage the long-range and valuable function of a home and school association, that of being a study club on educational policies. The latter type of association will bring strong support to a far-seeing principal.

What can be done if a home and

The author, Dr. S. R. Laycock, dean emeritus of the school of education of the University of Saskatchewan, is widely known for his lectures and articles on mental health and adolescent psychology. Dr. Laycock tells us here that lack of cooperation between parents and the school is likely the fault of the teachers and the principal in particular.

school association is off the track? It is my conviction, based on widespread experience and observation of home and school associations in every part of Canada, that the kind and quality of such associations depends on the point of view and the wise guidance of the principal, more than on any other single factor.

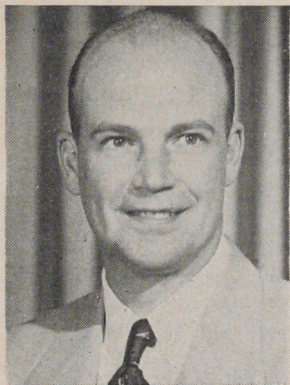
As teachers, we have the choice of accepting the inevitable partnership of parents and the public so far as educational policies go and of trying to see that such policies grow out of intelligent study and discussion, or to be the 'whipping boy' of the prejudice, ignorance, and emotional reactions of individuals, often highly-placed individuals, in our communities. The school which is buttressed by a strong public opinion based on knowledge and goodwill can hope to solve its problems, for, like the house in the Bible, it is founded on a rock rather than on sand.

In Memory

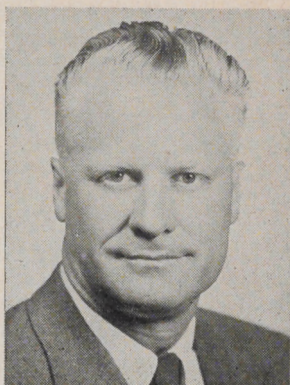
Name	District, Division or County	Address	Date of Death
Johanna Mary Doran	Rocky Mountain S.D. 15	Red Deer	Mar. 12, 1956
Ellen May Landru	Glenmore S.D. 114	Calgary	Dec. 18, 1955
Helen Annie Lord	Innisfail S.D. 210	Innisfail	Mar. 28, 1956
Bertha May McMillan	Edson S.D. 12	Edmonton	May 14, 1956
Frances Mary McQuade	East Smoky S.D. 54	Victoria, B.C.	Jan. 27, 1956
Lucy M. Nelson	Rocky Mountain S.D. 15	Eckville	Apr. 14, 1956

ATA Fall Conventions, 1956

Bonnyville-St. Paul—October 4 and 5 at Bonnyville



D. R. CAMERON



B. E. WALKER

Locals—Bonnyville and St. Paul.

Convention Officers—F. P. Milaney, Cold Lake, president; J. A. N. Marcotte, Bonnyville, secretary.

Visiting Speakers—W. Pilkington, Alberta Teachers' Association guest speaker; D. R. Cameron, Department of Education; B. E. Walker, Faculty of

Education; W. R. Eyres, Alberta Teachers' Association.

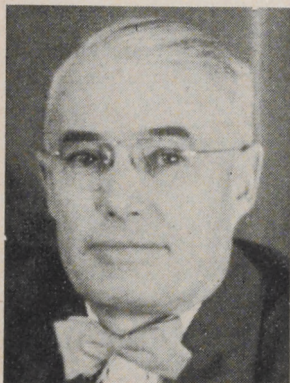
Superintendents—R. Racette and J. Sylvestre.

High School Inspector—T. C. Byrne.

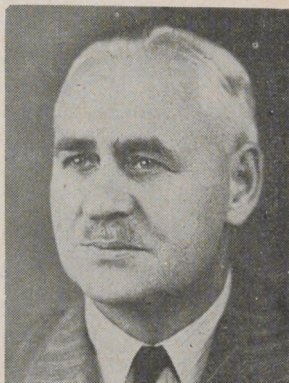
Form of Convention—Workshop sessions, demonstration lessons, and speakers.

Entertainment—Banquet and dance.

Lethbridge—October 4 and 5 at Lethbridge Collegiate Institute



J. D. AIKENHEAD



M. L. WATTS



GEORGE HAMILTON



GEORGE WATSON

Locals—Crow's Nest Pass, Lethbridge City, Lethbridge District, Pincher Creek, St. Mary's River, Taber, and Warner County.

Convention Officers—George Hamilton, Magrath, president; George Watson, Lethbridge, secretary.

Visiting Speakers—H. B. McDaniel, Alberta Teachers' Association guest speaker; M. L. Watts, Department of

Education; J. D. Aikenhead, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

Superintendents—L. H. Bussard, S. P. Hencley, C. G. Merkley, E. C. Miller, N. M. Purvis, and K. H. Thomson.

High School Inspector—C. B. Johnson.

Form of Convention—General sessions, and workshop groups at grade levels.

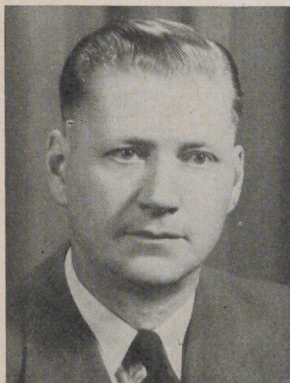
Entertainment—Banquet and dance.

Grande Prairie-Spirit River—October 9 and 10 at Grande Prairie High School

Locals—Grande Prairie and Spirit River.

Convention Officers—Mrs. Jean O'Brien,

president, and W. S. Warren, secretary, Grande Prairie.



A. B. EVENSON



D. LAMPARD

Visiting Speakers—H. P. Fawcett, Alberta Teachers' Association guest speaker; A. B. Evenson, Department of Education; Miss D. Lampard, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

Superintendents—James Bell, E. D. Hodgson, and H. A. MacNeil.

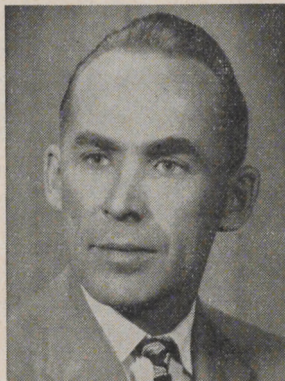
High School Inspector—J. C. Jonason.

Form of Convention—Lectures and workshop groups on theme "Achievement through Research".

North Peace—October 11 and 12 at Fairview School of Agriculture



R. J. HUPFER



M. O. EDWARDH

Locals—Fairview, High Prairie and Peace River.

Convention Officers—R. J. Hupfer, Peace River, president; Earle J. Guertin, Fairview, secretary.

Visiting Speakers—Miss Marion Allen, Alberta Teachers' Association guest speaker; M. O. Edwardh, Department of Education; Miss D. Lampard, Faculty of

Education; W. R. Eyres, Alberta Teachers' Association.

Superintendents—G. L. Berry, S. W. Hooper and R. M. Ward.

High School Inspector—J. C. Jonason.

Form of Convention—Lecture sessions and discussion on theme "Improvement of Reading".

Entertainment—Banquet.

Vermilion—October 11 and 12 at Vermilion School of Agriculture



W. H. SWIFT

Locals—Vegreville, Vermilion and Wainwright.

Convention Officers—A. J. Ronaghan, Irma, president; J. A. Smith, Kitscoty, secretary.

Visiting Speakers—H. P. Fawcett, Alberta Teachers' Association guest speaker;

W. H. Swift, Department of Education; H. B. Barnett, Faculty of Education; F. J. C. Seymour, Alberta Teachers' Association.

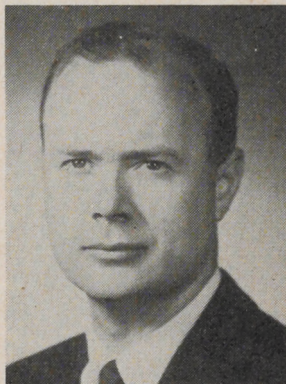
Superintendents—F. B. Facey, L. G. Hall and S. D. Simonson.

High School Inspector—T. C. Byrne.

Camrose—October 15 and 16 at Camrose High School



A. O. AALBORG



J. A. FORBES

Locals—Camrose, Hardisty-Provost and Killam.

Convention Officers—Roy Wadson, Bashaw, president; Miss Betty Barker, Camrose, secretary.

Visiting Speakers—H. B. McDaniel, Alberta Teachers' Association guest speaker; Hon. A. O. Aalborg, Department of Education; J. A. Forbes, Faculty of Edu-

cation; F. J. C. Seymour, Alberta Teachers' Association.

Superintendents—J. R. S. Hambly, Ottar Massing, and V. R. Nyberg.

High School Inspector—R. E. Rees.

Form of Convention—Workshop and group sessions.

Entertainment—Banquet.

Red Deer—October 18 and 19 at Lindsay Thurber Composite High School

Locals—Lacombe, Ponoka, Red Deer, Rocky Mountain House, and Stettler.

Convention Officers—C. B. Moore, president, and H. B. Rogers, secretary, Red Deer.

Visiting Speakers—H. B. McDaniel, Alberta Teachers' Association guest speaker; A. A. Aldridge, Department of Education; Miss M. Caldwell, Faculty of

Education; Eric C. Ansley, Alberta Teachers' Association.

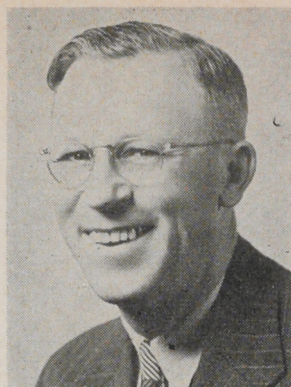
Superintendents—T. K. Creighton, G. H. Dawe, H. J. Hall, R. V. McCullough, H. R. Ross, and E. W. White.

High School Inspector—R. E. Rees.

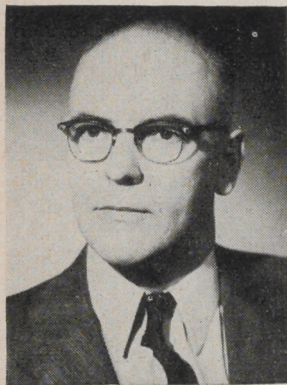
Form of Convention—General sessions and workshop groups, theme "Reading in the Language Arts".



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Convention Officers—John Pasemko, Bon Accord, president; John R. Wright, Edmonton, secretary.

Visiting Speakers—W. R. Odell, Alberta Teachers' Association guest speaker; A. B. Evenson, Department of Education; C. Hampson, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

Superintendents—G. Filipchuk, J. H. Finlay, F. Hanochocko, E. G. McDonald, Munroe MacLeod, N. Myskiw, J. I. Sheppy, J. F. Swan, and L. A. Walker.



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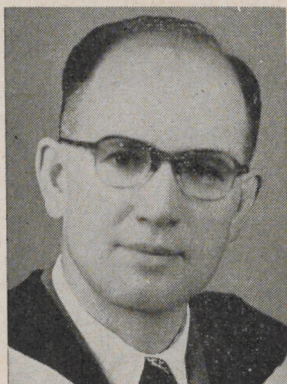
Convention Officers—Nick Skoropad, Smoky Lake, president; N. A. Melnyk, Andrew, secretary.

Visiting Speakers—W. R. Odell, Alberta Teachers' Association guest speaker; Hon. A. O. Aalborg, Department of Education; Mrs. V. I. Rust, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

Superintendents—J. H. Blocksidge, E. M. Erickson, M. G. Gault, I. Goresky, H. A. Kostash, R. C. Ohlsen, H. A. Pike, and Cyril Pyrch.

High School Inspectors—T. C. Byrne, J. W. Chalmers, and R. E. Rees.

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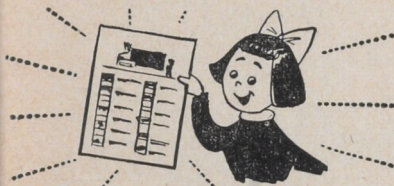


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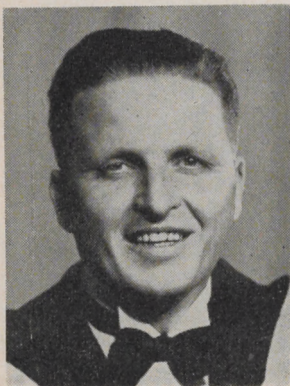
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Visiting Speakers—F. T. Tyler, Alberta Teachers' Association guest speaker; S. A. Earl, Department of Education; A. L. Doucette, Faculty of Education; W. R. Eyres, Alberta Teachers' Association.

Superintendents—Eldon Bliss, X. P. Crispo, W. R. Dean, G. F. Hollinshead, M. Holman, J. C. Jensen, W. S. Korek, C. M. Laverty, A. L. Schrag, and G. L. Wilson.

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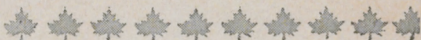
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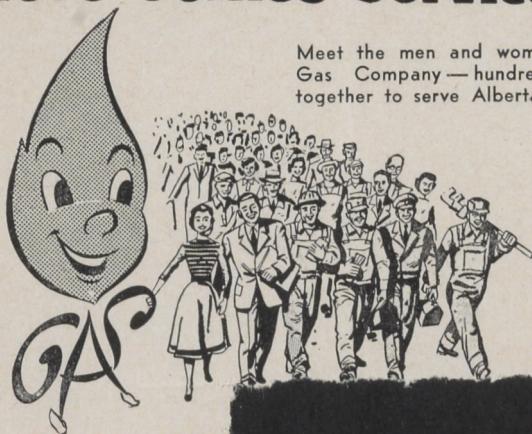
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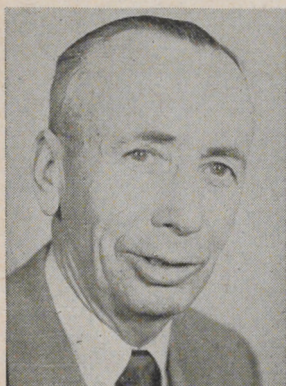
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Visiting Speakers—F. T. Tyler, Alberta Teachers' Association guest speaker; W. E. Frame, Department of Education; Miss E. King, Faculty of Education; F. J.

C. Seymour, Alberta Teachers' Association.

Superintendents—W. G. Hay and C. Ward.

High School Inspector—L. W. Kunelius
Form of Convention—General session and workshop groups.

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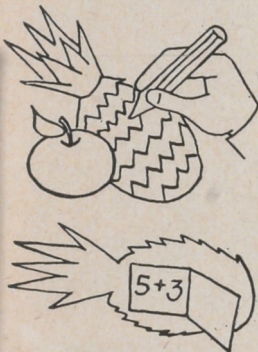
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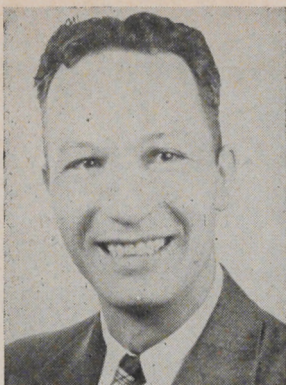
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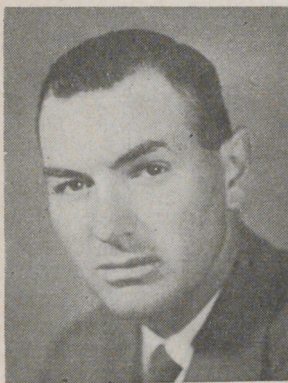
Locals—Castor and Neutral Hills.

Visiting Speakers—F. T. Tyler, Alberta Teachers' Association guest speaker, S. W. E. Frame, Department of Education, H. S. C. T. Clarke, Faculty of Education, C. F. J. C. Seymour, Alberta Teachers' Association.

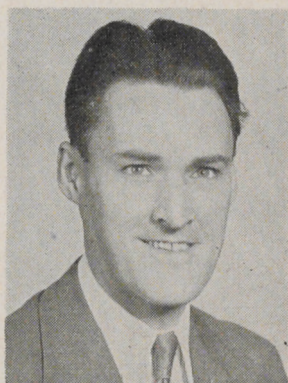
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High School Inspector—R. E. Rees.

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Convention Officers—Barry C. Munro, Brooks, president; Edwin McKenzie, Medicine Hat, secretary.

Visiting Speakers—F. T. Tyler, Alberta Teachers' Association guest speaker; S. A. Earl, Department of Education; H. T. Coutts, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

Superintendents—O. P. Larson, J. A. McKay and L. D. Nelson.

High School Inspector—C. B. Johnson.

Form of Convention—Group discussions on theme "Human Relations and the Teacher".

Entertainment—Banquet and dance.



H. T. COUTTS

Calgary City—February 4 and 5, 1957

Locals—Calgary City and Calgary Separate.

Secretary—Miss Phyllis M. Light, Calgary.

Superintendents—R. A. Cannon and R. W. Warren.

High School Inspector—L. W. Kunelius. Visiting speakers and other details to be announced later.

Edmonton City—February 7 and 8, 1957

Locals—Correspondence School, Edmonton Elementary, Edmonton Junior High, Edmonton High, Edmonton Separate, and West Jasper Place.

Secretary—Mrs. V. Syrotuck, Edmonton.

Superintendents—H. E. Beriault, A. A. O'Brien, W. P. Wagner, and C. B. Willis.

High School Inspector—T. C. Byrne. Visiting speakers and other details to be announced later.

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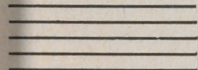
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Secretary's Diary

Meetings

The regular mid-summer meeting of the Executive Council was held in Edmonton on June 1 and 2.

The Board of Administrators, Teachers' Retirement Fund met on July 26.

Dismissals and Board of Reference

Three cases of dismissal were appealed to the Board of Reference and all three cases were settled out of court. This is not the first year that all dismissals appealed to the Board of Reference have been settled by agreement, which must be some kind of record for 8,500 employees. However, the Alberta Teachers' Association does not know how many cases of dismissal were not referred to the Association; how many cases there were of forced resignation by threat of dismissal if the teacher did not resign; how many resignations were forced by threat of transfer; or how many dismissals could not be appealed to the Board of Reference because of the new one-year probationary period.

Although Alberta has adequate protection for its teachers in case of dismissal, every year at the fall conventions I hear about a number of dismissals and forced resignations which I think should have been referred to the Alberta Teachers' Association for appeal to the Board of Reference. Whenever a teacher is requested by a school board to resign or receives a notice of dismissal, he should consult the Alberta Teachers' Association immediately and before taking any action.

Men's Golf Tournament

Twenty-five teachers from Edmonton, Calgary, Camrose, Red Deer, and other districts took part in this tournament at the Mayfair Golf and Country Club, Edmonton. The low gross was won by Bill Montgomery, Edmonton; low net by Harry Ross, Edmonton; runner-up for low gross was Bill Matheson, Calgary; and runner-up for low net, Yngvar Fadum, Bawlf.

At the business meeting following the dinner it was decided to hold a tournament in 1957. The following officers were elected: Eric C. Ansley, honorary president; Bill Montgomery, president; Bob McNaught, first vice-president; W. C. Richards, second vice-president; Joe McCallum, secretary-treasurer; W. Roy Eyres, tournament captain.

Leadership Course for School Principals

A Leadership Course for School Principals was held by the University of Alberta at Concordia College, Edmonton, July 9 to 27, with about 70 principals in attendance. The course was one of the most valuable refresher courses ever held in this province. Walter H. Worth, assistant professor of education, Faculty of Education, University of Alberta, was director and did an excellent job in planning and administration. John Amend of Seattle, known to many teachers through the Banff ATA Conference, was the consultant in group dynamics and got the course off to a good start.

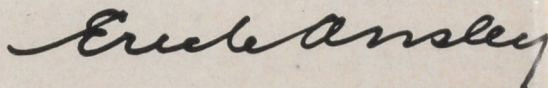
The course is listed as an activity of the summer school session of the University of Alberta, in cooperation with the Alberta School Trustees' Association, the Alberta School Inspectors' Association, the Department of Education, the Faculty of Education, and the Alberta Teachers' Association. It is planned to hold a similar course next year.

Conferences

The Canadian Teachers' Federation Conference was held in Fredericton, New Brunswick, August 14 to 18. The Alberta delegates were: H. J. M. Ross, Mrs. Inez K. Castleton, G. S. Lakie, and Eric C. Ansley.

School Opening, September 4, 1956

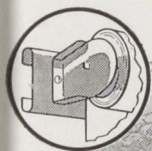
This year it is estimated that about 8,800 teachers will be needed for Alberta's 230,000 students. It is likely that some districts will not have all the teachers needed to staff their schools, especially districts with poor salary schedules or poor records in relations with teachers.



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